

Statement of Inclusive Excellence

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My commitment to inclusion and equity is inseparable from my philosophies and pedagogies toward music teaching and learning. It informs my choices of curricular materials to reflect and inspire my students and guides the decisions I make toward specific pedagogical approaches. Acknowledging my privilege as a white woman engaging in anti-racist work (Kendi, 2019), I humbly aim to provide curricular pathways through which preservice teachers of all backgrounds are seen and heard, so they can become the music educators they and their students deserve them to be. I recognize that systemic racism and discrimination continues to deny people equitable opportunities to learn and prosper; music education is not exempt from this reality. I have expounded on how these positions specifically impact music teaching and learning in my Statement of Teaching Philosophy.

Efforts to dismantle oppressive barriers to music education PK-16, are further evidenced in my service and scholarly endeavors. Service on numerous departmental and campus-wide committees has enabled me to contribute positively toward reshaping policies and practices that may otherwise systemically exclude students, faculty, and staff based on race, color, ethnicity, gender, sexual identity, and socio-economic status. These have included contributions to discussions around expanding notions of valid musical practices in the audition process, the possible redistribution of scholarship funds to reflect a commitment to diversity initiatives, and the rewriting of our school's concert attire policy toward a more inclusive, non-gendered description. Additionally, I helped to develop the criteria used to assign diversity attributes to courses across campus so that students can intentionally seek out such learning experiences.

I believe learning communities benefit from the lived experiences and perspectives brought by a diverse body of students. I would work toward this by continuing to examine and act on policies and practices to promote equitable access and experiences within my own program and across the campus community.

References

Kendi, I.X. (2019). *How to Be an Antiracist*. Bodley Head.